



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

Date: 4-25-17	Interviewer: Mohammed Cato	RFA #17 – 37
Name of Person(s) Requesting Assistance: [REDACTED]		
Contact Numbers (telephone, e-mail, etc.): [REDACTED]		
Status of Person(s) Interviewed (title, position, student status, etc.): Graduate Students		
Requested Assistance Pertaining To (name, position, policy, project, etc.): [REDACTED]		

To the best of your knowledge, please fill out the following:

Interviewee Status: Male Female Administrator Faculty Staff Student
Concern Regarding: Male Female Administrator Faculty Staff Student

Category: (Please check at least one)

<input type="checkbox"/> Age	<input type="checkbox"/> Color	<input type="checkbox"/> Creed	<input type="checkbox"/> Disability	<input type="checkbox"/> Veteran Status
<input type="checkbox"/> Marital Status	<input type="checkbox"/> National Origin	<input type="checkbox"/> Race	<input type="checkbox"/> Religion	<input type="checkbox"/> Retaliation
<input type="checkbox"/> Sex/Gender	<input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> Employment	<input type="checkbox"/> Genetic Information
<input type="checkbox"/> Gender Identity or Expression				

Time Line		
Date	Item	Comments
4-21-17	[REDACTED] calls MC to schedule an appointment for next Monday	[REDACTED] indicates that she is bringing someone else with her
4-23-17	[REDACTED] and MC email each other to see if she can change the meeting time	[REDACTED] and MC agree to change the meeting date to 4-25-17
4-25-17	MC meets with [REDACTED] and [REDACTED]	MC explains the Discrimination Complaint Procedure including differences between the informal and formal process. MC also discusses the Office's limits on confidentiality (including the Public Records Act) and the prohibition against retaliation, as well as resources and reporting options. [REDACTED] and [REDACTED] share that [REDACTED], a grad student in their cohort, has displayed concerning behaviors towards them: 1) following them, 2) staring at them for long durations of time, 3) asking [REDACTED] out, 4) disregarding social cues, 5) entering their office without permission and 6) sending incoherent texts to them. [REDACTED] and [REDACTED], as well as the 2 other female grad students (according

		to [REDACTED] and [REDACTED] no longer feel safe around him and want future communication to stop. MC asks them to give him a summary of the concerned behaviors and that he'll let faculty member [REDACTED] know that he plans on reaching out to [REDACTED]. MC says that he will share their concerns with [REDACTED] and that he will ask [REDACTED] to refrain from communicating with them.
4-28-17	[REDACTED] [REDACTED] drop off summaries of their interactions with [REDACTED] to the EOO	
5-1-17	MC calls [REDACTED] office line. Voicemail is not available.	
5-1-17	MC sends [REDACTED] an email and asks if she has time to talk today or tomorrow	
5-2-17	[REDACTED] responds to MC's email and inquires about times to talk.	
5-3-17	MC calls [REDACTED] and MC shares that he plans on reaching out to [REDACTED]	
5-3-17	MC calls [REDACTED] Department Chair [REDACTED] and informs him that he plans on reaching out to [REDACTED]	[REDACTED] shares that he has had a conversation with [REDACTED] about the behaviors reported by other students. [REDACTED] says that he did not speak specifically to the Title IX implications of [REDACTED] reported behavior but he did ask [REDACTED] to think about how his actions were affecting others. [REDACTED] indicated that he would apologize and [REDACTED] suggested that [REDACTED] give the students space and time before approaching them with an apology. MC told [REDACTED] that he will likely suggest to [REDACTED] that he refrain from initiating any contact/communication with the students since the students indicated in conversations with MC that they don't feel comfortable interacting with him at this point in time.
5-3-17	MC leaves a voicemail for [REDACTED]	
5-3-17	[REDACTED] calls MC and they schedule a meeting for later that day	
5-3-17	MC meets with [REDACTED]	MC explains the Discrimination Complaint Procedure including differences between the informal and formal process. MC also discusses the Office's limits on confidentiality (including the Public Records Act) and the prohibition against retaliation, as well as resources and reporting options. MC provides definitions of sexual harassment and stalking and explains that [REDACTED]

		behavior could be construed as harassing if true. MC and [REDACTED] discuss ways in which [REDACTED] can avoid his intentions or conduct being misunderstood by others. [REDACTED] agrees that he will refrain from initiating contact/communication with the group and will wait for them to approach him. [REDACTED] also indicates that he understands how some of his behaviors could be misunderstood and make others uncomfortable (long stares, expressing romantic interests in [REDACTED] remaining in the room or continuing conversation after being told that the other person has work to do, asking about the whereabouts of [REDACTED], asking cryptic questions, yelling at [REDACTED]....)
5-5-17	MC meets with [REDACTED] and [REDACTED]	MC recounts his conversation with [REDACTED] to [REDACTED] and [REDACTED]. [REDACTED] and [REDACTED] both indicate that they are satisfied but will contact MC if [REDACTED] engages in any concerning behaviors.